



## St John Vianney Primary School, MORISSET

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## About the Annual School Report

St John Vianney Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

## Messages from Key School Bodies

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### Principal's Message

St John Vianney School is located in the heart of the town of Morisset. Morisset is the gateway to the south-western side of Lake Macquarie, the scenic Watagan Mountains and Hunter Tourism region. It is part of a recognised system of schools in the Maitland-Newcastle Diocese, which is managed by the Catholic Schools Office.

In 2010 under the Federal Governments Building Education Revolution (BER) the school received 1.8 million dollars for building and refurbishment. The school refurbished 3 old classrooms and old hall as well as having the new library and school hall built. This would not have been possible without the support of the other schools in our diocese who gave SJV money towards our project. In 2014 we had two new demountables installed. 2015 saw another demountable installed. This allowed a smaller class to become a meeting room and take some pressure off our staff room.

Our Leading Teacher project continued with a focus on Spelling and Writing. We achieved some very good results in this area.

In 2016 Enrolments steadied and by the end of the year the school had 158 children enrolled.

This report provides the school community with information about school performance, initiatives, developments and achievements. It draws together information of major interest and importance to the school community and demonstrates accountability to the Catholic Schools Office and other regulatory bodies. The Annual School Report complements and is supplementary to school newsletters and other regular communication. It is the result of a rigorous school evaluation process, which identifies strengths and areas for development.

Simon Devlin  
Principal

### Parent Body

Our 2016 President ran a successful P&F Committee which oversaw the fundraising efforts for St John Vianney School. The committee meet the first Monday of each month at 7pm. In 2015 we have several guest speakers attend the meetings. The P/F held many fundraising events during the year including Movie Night, Mother's Day, Father's Day Breakfast, Easter and Christmas raffles. The P/F have been very supportive of the school and donated \$2000 towards playground markings. \$750 was provided towards a hardship fund for families. \$500 was donated to Mrs Chegwiddden to support children in Cambodia. The School's Canteen Committee has continued with menu changes designed to provide children with a healthy range of foods with minimal impact on families. The canteen opened a second day and now operates Monday and Wednesday.

### Student Body

The student body is represented by a Student Council, comprising of two elected students from each Primary class as well as the School Captains and Vice-Captains. The student Councillors are an important link in communication between students, teachers and parents. They meet regularly with the Principal to discuss school issues and act as a forum to communicate the needs of the children. The Sport Captains had the responsibility of monitoring sporting teams and sports equipment. The leaders also represented the school at special external functions including Anzac Day Service, Mission Mass, Catholic Schools Week Mass and the Opening and Graduation Masses at St Paul's High School. They presented at information nights and ran school assemblies. The SRC regularly support and promote our school rules by presenting them at Assembly.

## SCHOOL FEATURES

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### History of the school

St John Vianney School commenced operation on 17 January 1962 with 60 pupils and continues to grow with the rich educational and spiritual traditions passed down to the lay staff by the Sisters of St Joseph. The school currently has 160 students and over the past 6 years has grown by 40%. We now have 7 classes K-6 and provide a quality education in a strong Catholic setting.

### Location/Drawing Area

St John Vianney is in the Lakes region of Catholic schools in the Maitland Newcastle Diocese, there are 9 other schools in the region. The nearest other Catholic School is St Josephs at Kilaben Bay. The children at SJV come from the local area including the towns of Dora Creek, Morisset, Morisset Park, Bonnells Bay, Silverwater, Mirrabooka, Brightwaters, Cooranbong, Wyee and Wyee Point. The students when they complete Year 6 at SJV go to St Paul's Booragul to complete High School.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

St John Vianney is clearly identified as a Catholic School in the local community. Our Catholic Identity is central to all aspects of who we are and is the cornerstone of our existence. The sense of Christian community present at SJV is evident by the caring attitude of staff members and a willingness to help each other. Every morning the school gathers and prays the school prayer together.

Many visible signs in the school also identify SJV as a Catholic School. Our entrance proudly displays a beautiful garden with a statue of Mary surrounded by a pebble stone mosaic of a cross. We also have tile mosaic "stepping stones" depicting religious themes made by pilgrims during World Youth Day. A stained glass window of Mary and Child is also visible as one enters the school gate. Our school proudly displays a sacred space in the school entrance foyer as well as a Religious Education bulletin board. The Our Core Values and School Motto are displayed proudly on banners, boards and posters throughout the school.

### Family, Parish and Diocesan evangelising and catechesis

SJV is a vital part of the parish and this partnership supports the students' developments and knowledge of Catholic tradition. The school communicates with the parish through bulletins, school newsletters and formal meetings between the REC, Principal and Parish Leadership Team. The principal is a member of the Parish Pastoral Council and attends meetings twice per month. The school staff regularly attend parish events and the parish are invited to school liturgies, Masses and celebrations. At the beginning of the school year, at Sunday Mass, the school leaders and new students are welcomed by the parish. Our school leaders and Principal attend Diocesan Masses and ANZAC Day/Remembrance Day Community Services. Sr Margaret, Pastoral Worker, facilitates "Conversations about Catholics" for parents/parishioners to meet informally to talk about Catholic tradition, rituals, the sacraments and prayer. Many parishioners assist with the LAP program. SJV regularly participates in the annual Ecumenical "Way of the Cross" at Toronto.

### Christian Discipleship

SJV staff have regularly and enthusiastically participated in Staff Spirituality Days. Staff participated in an overnight spirituality day at Pt Wolstoncroft, facilitated by Bernadette Gibson. The focus of the day was "Weaving our Story" and helped to create a sense of community between new and existing staff. Staff are rostered on to prepare staff prayer each Wednesday morning. Regular updates of spirituality courses and retreats are advertised in the staffroom and shared via email. One staff member attended the experienced teachers retreat and another the beginning teachers retreat. The school continues to support a range of social justice issues through its Mini Vinnies Group. They organised fundraising for a range of charities and special events throughout the year. In addition, our school community raised a substantial amount to donate to one staff member who was raising funds to buy much needed equipment and resources for children in Vietnam.

### Religious Education and Curriculum

The school implements the Diocesan K-12 Religion Syllabus which promotes the knowledge and understanding of the story, experiences and teachings of the Catholic community. Religion lessons involve exploring the Catholic Community through the four strands of Jesus and Scripture; History and Beliefs; Celebration and Prayer and Justice and Morality. RE is timetabled for 150 hours per week and units include curriculum differentiation and a variety of learning activities to encourage deep thinking and creative responses. In 2016 Early Stage 1 implemented the new RE units, whilst Stage 1 and 2 were in serviced and taught both new and old units as they make the transition to the new RE syllabus. New Bibles and resources were purchased to support the new RE syllabus. Quality RE work is shared with other classes on assembly and successes are celebrated. The school participates in Liturgy and celebrates the Eucharist on special occasions. Prayer is a focus in every class. An analysis of Religious Literacy data saw an identification of areas of need and staff participated in professional development to implement strategies to improve Religious Literacy across the school.

### Initiatives Promoting Respect and Responsibility

The students at SJV are encouraged to support the wider community through prayer, financial support and  
Annual School Report to the Community 2016

..... service. An awareness of social justice and opportunities for action in this area is an important part of our school life. The Mission statement is prominently displayed and recited by students each assembly and our gospel values are highlighted every day in class and on assembly. The Mini Vinnies group, approximately 25 students, helped raise funds and supported Caritas (Project Compassion), Catholic Mission and St Vincent De Paul. In 2016 the school raised \$1036 for charities. We are a PBS school. Through visuals, explicit teaching and modelling our core values, students are familiar with the expectations around school rules. The Buddy Program for Kinder helps the new students adjust to "Big School" and allows the year 5 buddies to develop social skills and friendships. Our school leaders and school councilors lead assemblies and welcome visitors. The environmental group promotes stewardship of creation as they assist students to recycle and care for our school.

## Student Profile

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The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
4	9	5

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolment policy

St John Vianney Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

### Actual Enrolments 2016

Scholastic Year	Number of Students
K	28
Year 1	28
Year 2	20
Year 3	18
Year 4	20
Year 5	26
Year 6	19
Total	159

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2016

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94.37	93.49	93.49	93.37	94.98	92.51	93.14	94.17

## Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

## Pastoral Care and Wellbeing

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### Student Welfare Policy

At St John Vianney School, student welfare is seen as the responsibility of the whole school community. It encompasses the total of all formal programs and informal activities that meet the personal, social and learning needs of students.

The teaching staff manages the pastoral needs of students in their class. The School Counsellor provided psychologically based services including assessment, counselling and consultancy. The Learning Support Teacher developed strategies and programs for students experiencing learning difficulties.

The LST in consultation with parents and class teachers developed Individual Education Programs for students with special needs. In 2016 our pastoral care worker assisted with student welfare and was responsible for coordinating class parents. Under her guidance the LAP program grew and we were able to support 11 children.

### Discipline Policy

*St John Vianney, Morisset is a Catholic Community where everyone shows respect, forgives others, values honesty and grows through learning as we strive everyday to do our best.'*

In 2016 the Positive Behaviour Framework continued. This links closely with our school mission statement. The emphasis with this framework is to be proactive and consistent when teaching children about appropriate behaviours.

Merit awards were given to worthy recipients at weekly assemblies for effort and application, bookwork and citizenship as well as the Principal's Award.

Where issues of a serious nature concerning consideration of suspension or expulsion are being required, St John Vianney's Policies are underpinned by the Catholic Schools Policy of Pastoral Care 2002. In particular, attention is given to procedural Fairness and the steps outlined on p13 of this document.

A copy of the Discipline policy is available from the school principal.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St John Vianney Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

## School Improvement

### School Improvement Plan

Below are the key focus areas take from the 2016 SJV School Annual Plan.

- work with new RE units
- School wide focus on Spelling
- Implement history/geography Units
- Personal Goal setting for staff
- Effective planning for executives
- Review the use of PBS in the school
- Review of early learning and intervention
- Review use of Technology.
- Prepare for COSI

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>In 2016 we had a focus on Writing, in particular for Stage 2, where the children were spilt into 3 groups 3 times a week for 40 minutes. There was a huge improvement not only in the ability of the children to write different text types but also for their enthusiasm and involvement in writing activities. This was largely supported by our SIP funding and coordinated by our Leading Teacher. Our NAPLAN results reflected significant growth for children in Year 5.</p>	<p>From our school Annual Plan for 2017 one of our Key goals is:</p> <ul style="list-style-type: none"> <li>* 2.4.1 Continue and strengthen opportunities for staff to meet in professional learning teams to focus on the specific areas of need</li> </ul>
<p>The professional dialogue between staff was another major improvement this year. Staff met fortnightly at staff meetings for professional development opportunities. Also other opportunities for professional dialogue were during Professional Learning Team meetings and the involvement of the Educator Impact Trial. This involved self reflection and teacher observation of each other. This was highly successful and provided wonderful personal professional development. This is indicative of the high level of trust and satisfaction amongst staff.</p>	<p>From our school Annual Plan for 2016 one of our Key goals is:</p> <ul style="list-style-type: none"> <li>* 2.5.1 Review Creative Arts and Science policies, scope and sequences and teacher programs</li> <li>2.6.1 Support the implementation of quality pedagogical practices that engage and motivate students resulting in overall improvements in literacy and numeracy</li> </ul>
<p>Children from year 1 to 6 were placed in spelling groups according to their ability. Spelling was consistently taught 4 times a week for at least 20 minutes. Regular meetings between stage teachers ensured consistency of practice and assessment of children. children had the opportunity to move between groups based on their performance in the assessments.</p>	<p>From our school Annual Plan for 2016 one of our Key goals is:</p> <ul style="list-style-type: none"> <li>* 2.6.1 Support the implementation of quality pedagogical practices that engage and motivate students resulting in overall improvements in literacy and numeracy</li> </ul>

### Academic Achievements

The school continually strives to improve literacy and numeracy standards. More resources were purchased to support and enhance the teaching of English and Mathematics.

All children are assessed using standardised tests in Term 4 for Reading, Spelling, Comprehension and Maths using the online PAT assessment program. Results showed a marked improvement for the majority of students and we continued to address the performance of some students in this area. Also running records to obtain reading levels are done regularly for children who are not independent readers.

Parents and members of the parish and wider community continued to support our intensive reading programs by listening to the children read on a regular basis throughout the year.

The school values academic excellence and encourages the students to participate in a wide range of external competitions. In 2015 the primary students participated in the NSW University English, Science, Writing, Spelling, Mathematics and Computer Competitions and the Diocesan Debating and Public Speaking Competitions.

Our 2016 NAPLAN results showed substantial growth from Year 3 to year 5 in both Literacy and Numeracy. This was recognised by ACARA and we were one of two schools to have this growth.

## Cultural achievements

Term One saw the continuation of our Dance Fever program for K-6. The local Anzac Day March was well attended. In Term Two, LMCC came to the school and presented a Water Safety talk to Kinder, Year 3 and Year 6. Weekly Gymnastic lessons were held. During Term Three, Music was taught to each class, with the true meaning of Christmas being told through song, drama and dance. Some of our Year 5 and 6 students participated in Tournament of the Minds at Newcastle University.

Year 5 and 6 attended Aussie Bush Camp Tea Gardens as well as a Science day at Avondale College. Year 4 visited Cockatoo Island and Year 3 explored the Aboriginal sites around Redhead. Year 2 attended Sydney Aquarium and Wildlife World. Year 1 explored the Shortland Wetlands and Kinder visited the Australian Zoo at Cessnock. In Term 2, the children experienced the incursion 'World of Maths'. Some Stage 3 students attended the Maths G&T day at St Paul's Gateshead during Term 3. During Book Week, a Pizza and Pyjama night, as well as a Book Fair, parade and incursion were held. A Great Book Swap was held in September, to recognise National Literacy Week and to support the Indigenous communities.

## Sporting achievements

In 2016 the students were provided with opportunities to participate in a variety of different sports, not only at the school level, but also at a Regional, Diocesan and State level. Children also participated in the Paul Harragon Cup, Waratah Shield for cricket as well as Soccer and Netball Gala days.

We had several children represent our region in swimming and athletics, as well as the Diocesan Cross Country. One child represented the Diocese and then was selected for Polding in Rugby League.

The Active after School Community program was offered on Tuesday and Thursday afternoons. This Government Funded program provided specialist coaching in the areas of bike riding and safety, soccer, orienteering and many others, as well as promoting sport and active lifestyle.

In 2016 we continued with a Gymnastics program in Term Two, which was well received by the children and which the parents also commended.

Year One were privileged to have their swimming skills improved, by attending a ten day intensive swimming programme at Morisset Pool.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	36.84%	49.40%	10.53%	13.30%
	Writing	36.84%	48.80%	5.26%	8.10%
	Spelling	52.63%	46.40%	10.53%	14.20%
	Grammar	31.58%	52.50%	5.26%	11.40%
	Numeracy	26.32%	35.60%	26.32%	15.20%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	50.00%	35.30%	8.33%	17.30%
	Writing	13.04%	17.20%	8.70%	19.90%
	Spelling	26.09%	29.80%	8.70%	19.00%
	Grammar	52.17%	36.30%	4.35%	16.80%
	Numeracy	24.00%	28.30%	8.00%	18.30%

## Staffing Profile

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### Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	15
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

### Workforce Composition

Number of Staff	
Total teaching staff	15
Total non-teaching staff	7
Grand total	22
Percentage of teachers who are indigenous	0

### Teacher Attendance

97%

### Teacher Retention

The teacher retention rate from 2015 to 2016 was 100%

### Professional Learning Undertaken

In Term One, all staff attended a staff Spirituality Day at Wollstonecraft Sport and Recreation venue for a day of reflection, as well as team bonding activities. All teaching staff met with the principal to discuss their PP&D goals for the year, as well as discussing the school and team goals.

In Term 2, all teachers took part in Educator Impact, which involved observing one another teach and giving constructive feedback to enable each of us to improve aspects of our teaching, which in turn improves the students' learning outcomes. A member of executive took on the role of facilitator at the COSI process on two occasions, as well as attending with another member of staff for our school's validation. Staff had a 'face-to-face' update on Anaphylaxis management.

On the first day of Term 3, all staff attended the Re-Framing Learning Conference at Newcastle University, where all were able to attend a variety of workshops. Stage One and Stage Two teachers attended RE information days on the new units to be taught. A twilight meeting was held to discuss changes to our Creative Arts Scope and Sequence and how to ensure all aspects of Creative Arts were taught throughout the year from K-6. Staff updated their CPR qualifications with Helen Notley.

In Term 4 over a period of two weeks, each teacher completed a survey on themselves observed other teachers in the classroom and completed a survey on the teacher they had observed, to provide them with

constructive feedback. In November, our school hosted a PETAA day on Spelling. This was presented by the authors of *A Closer Look at Spelling in the Primary Classroom*, Grace Oakley and Janet Fellowes. Another twilight meeting was held, with Shannon Hall guiding us through MNConnect and the new components of it.

## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

### Parent Satisfaction

Parent participation is strongly encouraged in both formal and informal situations. The many incidental contacts we have with parents indicate that many parents with children from all classes respect and appreciate the friendly openness of the staff; the fairness of handling issues and the availability of staff. Parents understand and appreciate that the staff at this school are supportive of all students. They are aware that the executive of the school do respond in a positive manner on issues that cause concern.

Parents have indicated a high level of satisfaction with the communication between school and home. The implementation of the School App has been a huge success and a wonderful tool for communication.

### Student Satisfaction

Student attendance rates at school and events outside school hours indicate a high level of satisfaction with school. Students are generally happy to be at school. This is evident through my discussions with senior students and at school counsellor meetings.

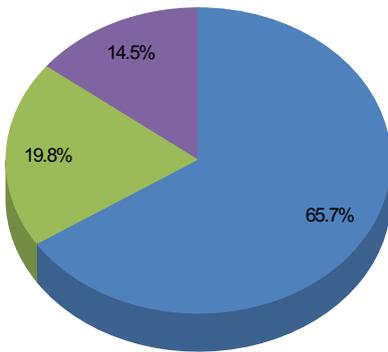
Students are very happy to volunteer to represent the school at the various cultural, sporting and academic opportunities provided by staff.

### Staff Satisfaction

The staff retention rate indicates that staff are happy with the school. All staff continually support the school community by attending the many school and parish events throughout the year. Staff have continually provided many opportunities for the children at SJV. Many of these opportunities are often outside the normal school hours or during staff lunch breaks.

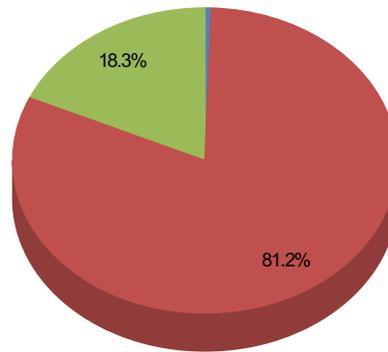
Staff attendance remains high and the completion of programs, assessments and the willingness of staff to attend Professional Development indicate staff satisfaction with their positions.

Income



- Commonwealth Recurrent Grants (65.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.8%)
- Fees and Private Income (14.5%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (0.5%)
- Salaries and Related Expenses (81.2%)
- Non-Salary Expenses (18.3%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,279,309
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$385,198
Fees and Private Income <sup>4</sup>	\$282,048
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$1,946,555</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$10,055
Salaries and Related Expenses <sup>7</sup>	\$1,511,020
Non-Salary Expenses <sup>8</sup>	\$340,074
<b>Total Expenditure</b>	<b>\$1,861,149</b>

**Notes**

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private

income.

5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Mr Devlin Simon**

**St John Vianney Primary School**

**MORISSET**

**Phone: 4973 4073**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>